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ABSTRACT

This study investigated elementary school teachers' perception of their first grade students' interest in multicultural trade books. The study participants included 151 first graders, 17 experienced teachers, and 65 preservice teachers. The study used 15 multicultural trade books and 15 non-multicultural books matched as closely as possible in overall size and visual appeal. Children were shown the 30 books and then asked to indicate their interest in each. Teachers were also asked to rate their interest in each book. Findings indicated that amount of diversity within the school had an effect on children's interest in the two types of books. Children in heterogeneous classrooms rated the non-multicultural books significantly higher than the multicultural books. Children in homogenous classrooms did not rate the books significantly differently. Experienced teachers in heterogeneous classrooms and preservice teachers indicated that children would like the non-multicultural books more. Experienced teachers in homogenous classrooms did not perceive that the children would rate the books differently. It was also found that the same books do not appeal to both boys and girls, and that teachers in general are more accurate in their perception of girls' interest than they are of boys'. (Contains 14 references.) (JB)

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Teacher Perception of Student Interest in Multicultural Tradebooks

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Abstract

Teacher Perception of Student Interest in Multicultural Tradebooks

Elementary teacher and student acceptance of multicultural literature was investigated with 151 first graders, 17 experienced teachers and 65 preservice teachers. Questions asked: Do teachers perceive children as being differentially interested in multicultural tradebooks vs. books not identified as multicultural? Does adult perception of student interest differ based on experience with children in the classroom? How accurate are teachers' perceptions? Do children actually indicate a difference in their interest in the two types of tradebooks? Does this differ depending on the amount of diversity within their school? What are the characteristics of most liked and least liked books? Findings indicate that amount of diversity within the school does have an effect on children's interest in the two types of books. Children in heterogeneous classrooms rated the non-multicultural books significantly higher than the multicultural books; children in homogeneous classrooms did not rate the books significantly differently. Experienced teachers in heterogeneous classrooms and preservice teachers indicated that children would like the non-multicultural books more. Experienced teachers in homogeneous classrooms did not perceive that the children would rate the books differently. It was also found that the same books do not appeal to both boys and girls, and that teachers in general are more accurate in their perception of girls' interests than they are of boys.

Teacher Perception of Student Interest

in Multicultural Tradebooks

by

Judy C. Lambert

How much appeal do multicultural tradebooks or library books have for primary grade children? Do young children want to read these types of books? Do children like them more or less than tradebooks with no identifiable multicultural characteristics? How do teachers perceive children's interest in multicultural literature? Do they think children will choose to read these types of books? How right are teachers in their beliefs or perceptions?

The answers to these specific questions and the general study of the acceptance of multicultural literature is significant as the potential value of exposing children to multicultural literature is great. The use of multicultural literature can extend children's experiences; increase self-concept and cultural identity; increase social sensitivity; encourage the viewing of similarities among cultures allowing children to view differences in a positive manner; and familiarize children with many languages and dialects. These benefits can only be reaped, though, if children choose to read the books and if their teachers first provide them the opportunity to do so.

Multicultural literature cuts across all literary genre. It can involve contemporary realistic fiction; historical fiction; factual materials such as historical accounts, current descriptions of people and places, biography, or compilations of writing from primary sources; poetry; folklore; and even children's own published literature such as personal ethnographic reports or retold or adapted folklore (Tway,

1989). Also included as multicultural literature are books with general themes and topics that reflect cultural diversity in their illustrations and text (Kruse & Horning, 1991).

Events and situations in multicultural literature may be universal in that they could happen to anyone or may be culture-specific in that they reflect a particular heritage or culture (Tway, 1989). Even in culture-specific situations, the similarities of the human condition are often displayed with the ethnic aspects, although important, incidental to the universal experience of the story. Both kinds of multicultural books are valuable in the classroom (Huck, Hepler & Heckman, 1987; Tway, 1989).

According to Norton (1990) and Tway (1989) it is vital to expose children in today's classrooms to multicultural literature for two distinct reasons. The first reason focuses on the goal of helping children to develop an understanding and appreciation of different racial, cultural and ethnic groups. All students benefit from learning about such diversity and children's literature is an excellent medium to accomplish this goal (Kruse & Horning, 1991; Walker-Dalhouse, 1992). While being exposed to differences, children can relate to the many common elements that cut across backgrounds and cultures; they can discover and understand the similarities of the human condition.

Although living in a pluralistic society, many American children attend primary school in a very homogeneous setting. Multicultural literature is then one way for homogeneous groups to be exposed to greater diversity. A greater knowledge

of a people and culture, gained either from reading the literature of the culture or literature about it, provides a foundation for better understanding. Huck, et al. (1987) state that although "books can never substitute for first-hand contact with other people,. . . they can raise the consciousness level of children and deepen their understanding of cultures that are different" (p. 501).

We also live today in a world community which requires its citizens to know more about the cultures of all nations. Individuals in this ever-expanding community will need a greater understanding and acceptance of diversity in order to be successful. In countries of multicultural heritage, children "require" books that reflect and illuminate that varied heritage (Tway, 1989, p. 109). As the incidence of cultural misunderstanding increases this becomes even more important (Kruse & Horning, 1991). Moir (1992), agrees that literature remains "a great teacher" long after school is out (p. v).

The second reason for exposing children to multicultural literature is to help children to identify with and appreciate their own cultural heritage (Norton, 1990; Tway, 1989). All children should see their lives reflected in books and other materials in schools and libraries. It has been found that children achieve greater success and have higher self esteem when they see themselves and their community reflected in the school curriculum (Kruse & Horning, 1991).

Selecting multicultural literature for use in the elementary classroom involves evaluating the books in terms of accuracy, authenticity, objectivity, and literary quality (Tway, 1989). Huck et al. (1987) agree that although the emphasis should be

on literary quality, diversity and range of representation, avoidance of stereotyping, language considerations, and the perspective of the book are specifically important considerations when evaluating and choosing multicultural tradebooks (pp. 502-503). All agree that stereotypes which present inaccurate and hurtful images must be carefully avoided. Stereotypical portrayals of minorities, particularly of people of color, have had a long history in the world of children's literature and many other groups have been misrepresented or omitted entirely.

It is also necessary to specifically bring children and multicultural tradebooks together. It is not enough to just have them in the school libraries or classrooms. Tway (1989) states that the setting for the books must also reflect appreciation and respect for cultural diversity if the literature is to have the greatest positive effect.

What affects children's reading interests? Age and sex differences have the greatest effect although there are consistently identified topics and elements of content in tradebooks that have wide appeal for all. For example, animals and humor cut across all grade levels as do other elements such as action, suspense, and surprise (Huck et al., 1987, p. 48). The ability, academic achievement and ethnicity of the reader have also been found to have varying influences on reading choices (Sarland, 1991). Within the books themsevles, illustrations, color, format, length, and type of print all may have an influence. In general, research has consistently shown that the most popular books portray the world of childhood much the same as children see it,

while the least popular books show a different view. Therefore books with main characters who reflect the emotional and psychological aspects of the reader are most popular (Huck et al., 1987, p. 51). Sarland (1991) agrees about the importance of children "finding themselves in the text" (p. 79). But many times, Hearne (1990) states "the adult reader never has a clue as to what will grab and hold. . ." a particular young reader (p. 14).

Determining student and teacher acceptance of multicultural tradebooks is significant. If children actually do have less interest in multicultural tradebooks, teachers can be made aware of this and encouraged to find effective ways to stimulate or increase this interest. Teachers would also need to seek other alternative ways to expose children to diversity. Multicultural literature may not be the one best way to do this. If teachers feel children have less interest in books with multicultural aspects, rightly or wrongly, they may not choose as many for use in their classrooms or expose the students as often to this type of literature. The children in these classrooms might also come to avoid books with multicultural aspects if they somehow tune in to their teachers' beliefs.

The answers to the questions set forth in this study are becoming even more important as reading instruction--a major component of the primary curriculum--moves away from the use of the traditional basal reader and toward the use of tradebooks or children's books not initially intended for instruction. This movement in reading is based on a more holistic, whole language philosophy which is basically a set of guiding principles that focus on maintaining the wholeness, natural quality, interest,

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and relevance of language (Goodman, Bird & Goodman, 1991; Goodman, Smith, Meredith & Goodman, 1987; Rudman, 1989; Smith, 1985). Literature-based programs are now being strongly advocated (Johnson & Louis, 1987; Routman, 1988) as a way to develop literacy. The emphasis in these reading programs is on the use of authentic language and real books, rather than contrived stories composed of language written specifically for children to learn to read. Routman (1988) states that the use of literature for developing literacy is "tried and tested, grounded in research, and based on natural learning theory" (p. 18). Real literature is the mainstay of such a literacy program.

METHODOLOGY

The study was guided by the following five sets of research questions and related null hypotheses.

1. Do teachers perceive children as being differentially interested in multicultural tradebooks vs. books that do not have identified multicultural characteristics? Does this differ depending on whether or not the teacher is currently teaching in a homogeneous or heterogeneous school population?

   Null Hypothesis 1-1: Teachers in schools with a homogeneous pupil population do not rate (student interest in) multicultural books statistically significantly different than non-multicultural books.

   Null Hypothesis 1-2: Teachers in schools with a heterogeneous pupil population do not rate (student interest in) multicultural books statistically significantly different than nonmulticultural books.

2. Does adult perception of student interest in tradebooks differ based on actual experience with children in the classroom? Does this differ for multicultural vs. non-multicultural tradebooks?

   Null Hypothesis 2-1: Experienced teachers do not rate childens' interest in multicultural tradebooks statistically significantly different than non-experienced, preservice teachers do.

   Null Hypothesis 2-2: Experienced teachers do not rate childrens' interest in non-multicultural tradebooks statistically significantly different than non-experienced, preservice teachers do.

3. Do children actually indicate a difference in their interest in reading the two types of tradebooks? Does this differ depending on the amount of cultural diversity represented within their school?

   Null Hypothesis 3-1: Students in schools with a homogeneous pupil population do not rate (their interest in) multicultural tradebooks statistically significantly different than non-multicultural tradebooks.

   Null Hypothesis 3-2: Students in schools with a heterogeneous pupil population do not rate (their interest in) multicultural tradebooks statistically significantly different than non-multicultural tradebooks.

4. How accurate are teachers perceptions? Does this differ for multicultural vs. non-multicultural books?

   Null Hypothesis 4-1: Teachers do not rate (student interest in) multicultural books statistically significantly different than the first graders do.

Null Hypothesis 4-2: Teachers do not rate (student interest in) non-multicultural books statistically significantly different than the first graders do.

5. How do the tradebooks differ that students rate they would most and least like to read? How do the books that teachers perceive children would most and least likely read differ? How accurate are individual teacher's perceptions when compared to the children currently in their classroom?

The researcher, through reviewing the literature, identified criteria for choosing the multicultural books. Then using identified multicultural booklists, 15 multicultural tradebooks were chosen. They were matched with 15 non-multicultural books. They were matched as closely as possible on overall size and visual appeal. Factors specifically matched were the pictures on the cover (animal, person, or object), the illustrations (realistic, fanciful or photographs; colorful or muted), narrative or expository content and the overall perceived difficulty of the text for first grade beginning readers. All of the books had copyright dates after 1980 and were content or emotionally appropriate for primary grade children. The books were obtained from public and school libraries. Finally, all books were randomly assigned a number for record keeping purposes. (See Appendix A for list of books used.)

One hundred fifty-one children from seven first grade classrooms were questioned about their interest in the tradebooks. The schools were randomly selected from a stratified list of schools in a moderate size city school district in the

central Wisconsin area. The list was stratified on the homogeneity of the school population as determined by the researcher in consultation with the school administrators. Three first grade classrooms were surveyed from schools that served a population with ethnic and/or cultural variety and four from schools having a very homogeneous, caucasian population. All children in the classrooms were involved when their teachers agreed to participate.

One visit was made to each first grade classroom and a prepared procedure followed. The researcher introduced herself and the research assistants and told the children that she had brought many books to share with them. The children were informally divided into three groups and seated at tables in three sections of the room. The researcher and the two assistants each took five of the first 15 books and rotated among the three groups of students. The children were instructed to look at the books and to try to get an idea of which ones they would be interested in reading or having someone read to them. The children were continually reminded to look at all of the books and discouraged from reading completely any one book at this time. The children were given apprximately 10 to 15 minutes to informally look at each group of books. The classroom teacher was present to help maintain classroom control. The researcher and assistants observed and took notes concerning the children's verbal comments and behavior as they were given a chance to informally interact with the books.

After the researcher and two assistants had each shared their five books with all three groups of students, they directed the students back to their seats. The

students were then given an answer sheet, instructed in the marking of it, and asked to indicate their interest in each book using a three-point smiley-face likert scale. Much modeling of how to mark the answer sheet was done. (See Appendix B for student response sheet.) Each book was briefly held up and displayed with the title read to the children. The research assistants and the classroom teacher circulated in the room making sure the children were responding to the correct item number on the response sheet. With the procedure done with four adults present, it was possible to monitor and guide the children's marking of the answer sheet. Children were discouraged from calling out or commenting on the individual books. This procedure took 8 to 10 minutes and moved along quickly enough that the students did not become tired, distracted or bored. This entire procedure was then repeated for the final 15 books. The multicultural and non-multicultural books were presented in a random order that had been predetermed. A pilot study had been done previously to establish the above procedure.

The seven classroom teachers also indicated on a three-point likert scale how interested they thought primary grade children would be in reading each book. (See Appendix C for teacher response sheet.) This was done beforehand so that watching the children interact with the books and mark the answer sheets would not have an effect on their perceptions. Other experienced first, second and third grade teachers in the school district were also surveyed. They were identified as teaching in either elementary schools having a very heterogeneous or homogeneous population in terms of cultural/ethnic factors. The teachers ranged in teaching experience between 4 and

35 years with an average of 13 and a median of 9 years for those in the heterogeneous schools and an average of 17 and a median of 16.5 years for those in homogeneous schools. Sixty-five reading methods undergraduates were asked to participate to determine the perceptions of non-experienced teachers. Table 1 contains data on all students involved. Table 2 contains data on all teachers involved.

Other qualitative information was collected to round out the study. Each teacher in the seven first grade classrooms was asked, before the data collection procedure, to fill out a brief questionnaire indicating the basic characteristics of their reading program and their current use of tradebooks and multicultural literature. (See Appendix D for questionnaire.)

FINDINGS AND CONCLUSIONS

The first four sets of research questions were addressed by using tests of statistical significance with the level for rejection set at .05. Null hypotheses 1-1, 1-2, 3-1 and 3-2 were tested using dependent two-tailed t-tests. Null hypotheses 2-1, 2-2, 4-1, 4-2, 4-3 and 4-4 were tested using independent two-tailed t-tests.

When considering all experienced teachers together, they did perceive that children would be differentially interested in the two types of tradebooks. They indicated that the children would like the non-multicultural books more. Diversity within the teachers' current school did, though, make a difference. When looking separately at teachers in schools that varied in diversity, this was true only for teachers in heterogeneous schools. As indicated in top of Table 3, only null hypothesis 1-2 was rejected. Null hypothesis 1-1 was accepted; teachers in homogeneous schools did

not perceive that children would like the multicultural and non-multicultural tradebooks differently.

Experience with children had no differential effect on adults' perceptions of what they felt children would like. As indicated in Table 4, null hypotheses 2-1 and 2-2 were both accepted. There was no difference when comparing experienced teachers and pre-service teachers' ratings for either the multicultural or non-multicultural books.

Did children actually indicate a difference in their interest in reading the two types of tradebooks? Yes and no. Diversity within the school had an effect here. Null hypothesis 3-1 was accepted. Children in the homogeneous classrooms did not rate the two types of books differently. But null hypothesis 3-2 was rejected. Children in the heterogeneous classrooms did express a statistically significantly greater interest in the non-multicultural tradebooks as compared to the multicultural ones. Table 3 contains a summary of this information.

How accurate were teachers' perceptions? Did it differ for the two types of tradebooks? Because diversity within the children's school had been found to have an effect, original null hypotheses 4-1 and 4-2 were revised to include only children in the homogeneous schools. Null hypothesis 4-1 comparing teachers to students in these homogeneous classrooms on multicultural tradebooks was rejected. The teachers rated the multicultural tradebooks significantly lower than the first graders in the homogeneous classrooms did. Null hypotheses 4-2 was accepted. There was no

difference between the teachers and children for the non-multicultural books. Table 5 contains a summary of this information.

Null hypotheses 4-3 and 4-4 were added to compare teachers to children in heterogeneous schools. Both were accepted. There were no differences for either multicultural or non-multicultural books when comparing teachers and first graders in the heterogeneous classrooms. This is also summarized in Table 5.

The last set of questions was answered by looking at the highest three rated books and the lowest three rated books by the children, the experienced teachers and the pre-service teachers. The top three rated books for children were *Louis the Fish*, *Here Comes the Cat*, and *Coolest Place in Town*. This differed somewhat when considering boys and girls separately. When looking only at girls, *Hawaii* was rated most liked and *Flossie and the Fox* was rated 3rd most liked. When looking only at boys, *Whale in the Sky* was ranked 3rd most liked. Teachers and pre-service teachers did not rate any of these books in the top three. The top three rated books for experienced teachers were *Sledding*, *Boris and the Monsters*, and *Coolest Place in Town*. Neither *Sledding* nor *Boris and the Monsters* had made the children's top three. They ranked them most liked 5th and 8th respectively. The top three rated books by preservice teachers were *Sledding*, *Coolest Place in Town*, and *Boris and the Monsters*. Thus, teachers and preservice teachers were very much in agreement, merely reversing their 2nd and 3rd most liked books.

The bottom three rated books for children were *Me and Neesie*, *Ty's One Man Band* and *Autumn*. Again this differed somewhat for boys and girls. When looked at

separately, girls rated *Woodpile* as the number 1 least liked book and *The Tale of Meshka the Kvetch* the 3rd least liked. Boys ranked *Nettie Jo's Friends* as their second lowest book. The bottom three rated books for experienced teachers were *Me and Neesie*, *Ty's One Man Band*, and *Turtle Knows Your Name*. The bottom three for preservice teachers were *Woodpile*, *Turtle Knows Your Name*, and *Bread, Bread, Bread.* The experienced teachers were correct for two out of three. *Woodpile* and *Bread, Bread, Bread*--books that the pre-service teachers thought children would not like--although not in the bottom three, were disliked by the children. They were rated 7th and 8th respectively. Both groups of adults were wrong about *Turtle Knows Your Name*. They each rated it in the bottom three while the boys and girls rated it much higher and boys alone specifically rated it 3rd most liked.

Other analyses involved looking at the types of comments students made as they looked at the books. The comments fell into seven major categories.
1) POSITIVE, NON-SPECIFIC COMMENTS included such things as, "neat, wow, awesome, cool," and extended statements such as, "I like this book," or "I am interested in this one." 2) NEGATIVE, NON-SPECIFIC COMMENTS included such things as, "weird, yuck, bad, boring," and extended statements such as "I like all the books, but this one." 3) RELATED TOPIC COMMENTS included things such as "I like paper cranes," and "My family is going to have pizza tonight."
4) PICTURE/ILLUSTRATION COMMENTS was a large category that included comments ranging from the general "I like the pictures" to the specific, "this was painted." 5) EASE OF READING/TOO EASY contained comments made about only

three of the books that had a very low level of readability. The other seventeen books had established readability between 4th and 7th grade. It is interesting that only one of the 151 children made a comment about a book being too hard to read. The children accepted all the books as appropriate for them and only pointed out in their comments the ones they identified as being too easy. 6) PREVIOUS USE COMMENTS involved such statements as "I heard this one before." The seventh category of comments was labeled LITERATURE SOPHISTICATED COMMENTS. The children used some very sophisticated terms for first graders. The children in one classroom consistently identified the books as fiction or non-fiction and gave support for their reasoning. Another child said "this book should earn the Caldecott Medal."

The percentage of total popularity points given all the books was calculated for each of the seven classrooms. This was done to see if any one classroom seemed to respond more positively or negatively in general to the books. All of the classrooms ranged between 71 and 86 percent except for classroom 4 which had 59 percent. Table 7 contains these percentages. This classroom did not seem to differ from the others and is one where the teacher stated, "The children are most enthusiastic about using real literature in the classroom." Classroom 7 had the most positive response toward the books, awarding 86 percent of the total possible points to the books.

For each of the seven classrooms, each teacher was compared to just the children in that classroom. This was done by finding the average rating for each book by the children and the teacher and making eyeball comparisons. For most of the books, ratings did not differ greatly. But discrepancies did fall into the following

three conditions. Condition A: The children, both boys and girls, rated the individual book high, but the teacher rated it low, they did not think children would be interested in that book. Condition B: The teacher rated the book high, they thought children would liked it, and the children did not, they rated it low; and Condition C: The teacher rated the book high and they were considerably off specifically for boys who rated the book much lower. Table 7 indicates the data for each classroom and further analyses are planned.

From the above discussed findings, several conclusions are drawn. One of the most basic is that children as young as first graders can reliably complete a 3 point likert scale. There was consistency of liked and disliked books across classrooms and various groupings of students that were used in the various analyses. The validation of this response instrument is important for future research projects to be carried out with young children.

In general teachers and other adults planning to be teachers perceived that children would like the multicultural tradebooks less than the non-multicultural ones. This has implications on whether or not, believing this, these individuals would make multicultural materials equally available to their students. There is also the question of whether or not this attitude is somehow imparted to the students.

Diversity of school settings also seemed to be a factor that deserves further investigation. It was only those teachers in heterogeneous schools that thought children would like the multicultural books less. And they were correct, but again only for those students in heterogeneous schools. This is an area that warrants further investigation.

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Table 1
Subjects: Children

Classroom Number	Diversity	Boys	Girls	
1	Heterogeneous	8	7	
2	Heterogeneous	12	7	
3	Heterogeneous	18	8	
4	Homogeneous	12	12	
5	Homogeneous	9	11	
6	Homogeneous	14	10	
7	Homogeneous	12	11	**Totals**
Total		85	66	151
Heterogeneous		38	22	60
Homogeneous		47	44	91

Table 2
Subjects: Teachers

Preservice Teachers				65
Experienced Teachers				17
Experience in years	**range**	**ave.**	**median**	
Heterogeneous Schools	4-25	13	9	9
Homogeneous Schools	5-35	17	16.5	8

Table 3
Multicultural Books Vs. Non-Multicultural Books

	Multicultural Books	Non-Multicultural Books	
All Experience Teachers n=17	33.47	36.24	* is significant
Experienced Teachers in Homogeneous Schools n=8	34.88	36.00	no difference *(1-1)*
Experienced Teachers in Heterogeneous Schools n=9	32.22	36.44	* is significant *(1-2)*
All Pre-Service Teachers n=65	33.23	35.68	* is significant
Students in Homogeneous Schools n=91	37.6	38.08	no difference *(3-1)*
Students in Heterogeneous Schools n=60	32.93	35.12	* is significant *(3-2)*

*$p<.05$

Table 4
Exprienced Teachers vs. Pre-Service Teachers

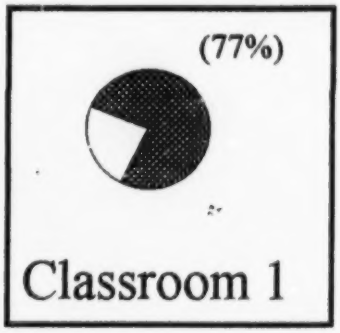
	Experienced Teachers n=17	Pre-Service Teachers n=65	
Multicultural Books	33.47	33.23	no difference *(2-1)*
Non-Multicultural Books	36.24	35.68	no difference *(2-2)*

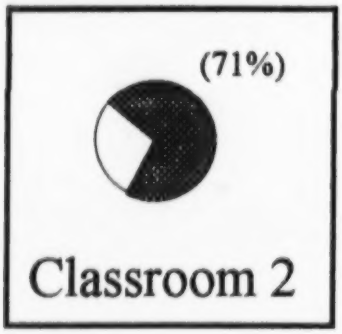
Table 5
Experienced Teachers vs. Students

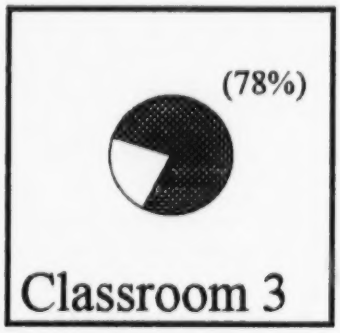
	Experienced Teachers n=17	Students in Homogeneous Schools n=91	
Multicultural Books	33.47	37.60	* is significant *(4-1)*
Non-Multicultural Books	36.24	38.08	no difference *(4-2)*
	Experienced Teachers n=17	**Students in Heterogeneous Schools n=60**	
Multicultural Books	33.47	32.93	no difference *(4-3)*
Non-Multicultural Books	36.24	35.12	no difference *(4-4)*

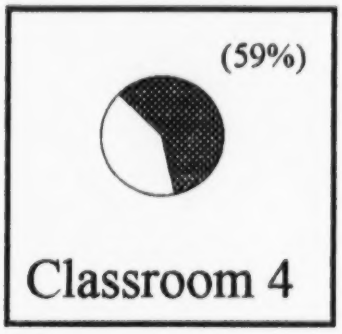
*p<.05

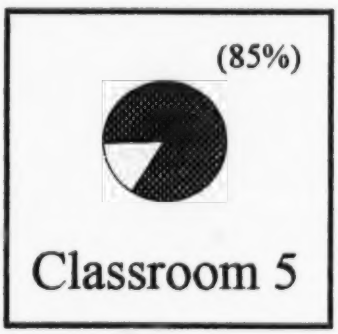
Table 6
Percentage of Total Popularity
Points Given All Books

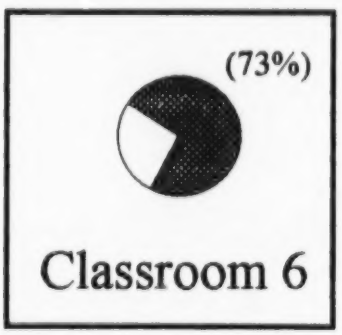












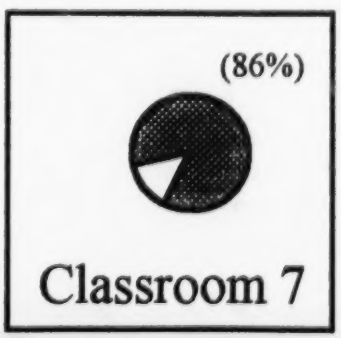


Table 7
Summary of Discrepancies Between Teachers and Their Students

	Condition A	Condition B	Condition C
Classroom 1	Books 7, 14, 19, 26	Books 16, 24	
Classroom 2	Books 13, 14	Books 19, 14	Books 2, 22, 25, 30
Classroom 3	Book 17	Book 27	
Classroom 4		Book 24	
Classroom 5	Books 1, 5, 11, 20, 21		
Classroom 6	Books 19, 21		
Classroom 7	Books 7, 9, 10, 18, 25		

Appendix A

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#	Book	Author	Cover	R.L.	Illustrations	Date
1	WoodPile	Parnall	animal	very diff	realistic muted toned drawings	1990
2	Hot-Air Henry	Calhoun	animal (cat)	diff	realistic watercolor	1981
3	Miss Hindy's Cats	Pittman	animal (cat)	easy	colorful semi-realistic drawings	1990
4	My Little Island	Lessac Carribean	person	diff	colorful semi-realistic drawings	1985
5	Beyong the Milky Way	Schoberle	person	easy	colored, non-realistic drawings	1986
6	The Tale of Meshka The Kvetch	Chapman Jewish	person	diff	brown & orange tone non-realistic drawings	1980
7	Will You Please Feed Our Cat	Stevenson	person & animal (cat)	diff	cartoon, words in circles	1987
8	Flossie & the Fox	McKissack Black Amer.	person & animal (fox)	very diff	realistic watercolor	1986
9	Touching	Pluckrose	person	very easy	photographs	1986
10	Bread, Bread, Bread	Heyman Multicult%	person	very easy	photographs	1989
11	Jamaica's Find	Havill Black Amer.	person & animal (dog)	diff	realistic watercolor	1986
12	Sledding	Winthrop Wilson	person	very easy	colorful non-realistic	1989
13	The Paper Crane	Bang Chinese	person & animal (bird)	easy	realistic colored cutouts	1985
14	Here Comes the Cat!	Asch, Vagin Russian	animal mouse	very easy	colorful nonrealistic drawings	1989
15	Supergrandpa	Schwartz	person	very diff	realistic watercolor	1991
16	Boris and the Monsters	Willoughby	animal & person	very diff	semi-realistic drawings	1990
17	Turtle Knows Yourn Name	Bryan	turtle	very diff	realistic watercolor	1989

18	Hawaii is a Rainbow	Feeney Hawaiian	person	very easy	photographs	1985
19	Nettie Jo's Friends	McKissack Black Amer.	person & animal (rab.)	very diff	dark toned realistic paintings	1989
20	The World From My Window	Samton	window	very easy	colored cutouts	1985
21	Me and Neesie	Greenfield Black Amer.	person	very diff	muted realistic 2 tone color drawings	1975
22	The Coolest Place in Town	Caple	animal (hip)	easy	colorful non-realistic drawings	1990
23	Louise Builds a House	Pfanner	house	very easy	colorful non-realistic drawings	1989
24	Autumn	Parramon Wensel	person	very easy	muted non-realistic drawings	1981
25	Through My Window	Bradman Browne Interracial	person	easy	colorful semi-realistic drawings drawings	1986
26	Louis the Fish	Yorinks	person	dif	realistic drawings	1980
27	Ty's One-Man Band	Walter Black Amer.	person	very dif	realistic drawings	1980
28	Whale in the Sky	Siberell Native Amer	person & animal	easy	non-realistic watercolor	1982
29	Oma and Bobo	Schwartz Cribbian	person & animal (dog)	diff	realistic colorful drawings	1987
30	Ten, Nine, Eight	Bang Black Amer.	person	very easy	realistic watercolor	1983

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Appendix C
Teacher Response Sheet

Years of experience: _____

Current grade taught: _____

I think children:

(3) would be very interested in this book.

(2) might or might not be interested in this book.

(1) would not be interested in this book.

1.	3	2	1	**12.**	3	2	1	**23.**	3	2	1
2.	3	2	1	**13.**	3	2	1	**24.**	3	2	1
3.	3	2	1	**14.**	3	2	1	**25.**	3	2	1
4.	3	2	1	**15.**	3	2	1	**26.**	3	2	1
5.	3	2	1	**16.**	3	2	1	**27.**	3	2	1
6.	3	2	1	**17.**	3	2	1	**28.**	3	2	1
7.	3	2	1	**18.**	3	2	1	**29.**	3	2	1
8.	3	2	1	**19.**	3	2	1	**30.**	3	2	1
9.	3	2	1	**20.**	3	2	1				
10.	3	2	1	**21.**	3	2	1				
11.	3	2	1	**22.**	3	2	1				

Classroom #_____

Teacher Questionnaire

1. Would you characterize your reading curriculum as being--
   _____ more skill-based
   _____ more whole-language based
   _____equal in elements of both (skill & whole-language)
(mark 1 only)

2. In your reading program, what percentage of the time do you use the following materials?
   _____% Basal Reader Materials
   _____% Tradebooks
   _____% Language Experience Activities/Materials
   _____% Other _____
(indicate a % for each line, with total being 100%)

3. In your entire curriculum, how often do you use: (circle)

Tradebooks	5	4	3	2	1
Multicultural tradebooks	5	4	3	2	1
	very often	often	some what	seldom	never

4. Make any general comments that you would like concerning your classroom and the use of tradebooks.